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ABSTRACT

The estimates in this publication are key statistics reported early in the 1992-93 school year. They include the number of students in membership, teachers, and high school graduates for public and private elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and imputed values developed by NCES using a combination of state-specific and national data. Private school early estimates are based on a national probability sample of private schools surveyed in fall 1992. The highlights of the report include the following estimates for the 1992-93 school year: (1) total student membership in all the nation's schools (public and private) is estimated to be 47.6 million students; (2) 2.5 million students are expected to graduate from high school; (3) there are 2.5 million public school teachers; (4) and the cost of public education is $5,372 per student. Data are presented in 13 tables. Technical notes explain the data collection and estimation processes. (MLF)

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Early Estimates

December 1992

Public and Private Elementary and Secondary Education Statistics: School Year 1992–93

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Early Estimates

December 1992

Public and Private Elementary and Secondary Education Statistics: School Year 1992–93

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U.S. Department of Education
Office of Educational Research and Improvement

NCES 93-332

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December 1992

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The estimates in this publication are key statistics reported early in the 1992-93 school year. They include the number of students in membership, teachers, and high school graduates for public and private elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and imputed values developed by NCES using a combination of state-specific and national data. Private school early estimates are based on a national probability sample of private schools surveyed in the fall of 1992.

Highlights

- Total student membership (grades prekindergarten through 12) in all the nation's elementary and secondary schools (both public and private) is estimated to be 47.6 million students for the 1992-93 school year. Some 42.2 million of these students attend public schools, compared with 5.4 million students who attend private schools (table 1).

- There were approximately 42.2 million students in the nation's public elementary and secondary schools in fall 1992 compared with 42.0 million in fall 1991. Student membership has increased by 2.0 million since fall 1988 (table 6).

- Private school membership in grades kindergarten through 12 has remained fairly constant in recent years, ranging from 4.9 million students in the 1988-89 school year, to 5.0 million students in 1989-90, 4.9 million in 1990-91, 4.8 million in 1991-92, and 5.0 million in 1992-93. (table 2).

- It is estimated that there are 2.8 million teachers in the public and private schools in this school year (1992-93); 2.5 million of these educators teach public school students, while 363,325 teach private school students (table 1).

- The student membership and teacher count data yield pupil-to-teacher ratios for grade levels prekindergarten through 12 of 17.2 for public schools and 14.8 for private schools (computed from data in table 1).

- An estimated 2.5 million students graduated from high school in the 1991-92 school year; 2.2 million of these graduates were from public schools and 256,244 from private schools. An additional 2.5 million students are expected to graduate from high school in the 1992-93 school year; these will include 2.3 million public school students, compared with 256,448 private school students. The 1991-92 public school estimates reverse a decline in graduates since 1988 (table 1).

- Revenues for public elementary and secondary education in fiscal year 1992 are estimated to be $232.9 billion (table 11), and they are expected to rise to approximately $239.3 billion in fiscal year 1993. The per-pupil expenditure for public education is anticipated to be $5,372 per student in membership for the 1992-93 school year (table 12).

The Early Estimates System

The early estimates system is designed to allow NCES to report selected key statistics early in the school year. The information is collected through contact with public school state education agencies and a sample of private schools. Details of the two systems follow.

The source of universe statistical information about public elementary and secondary education is the Common Core of Data (CCD)--data collected annually by NCES from state education agencies. These data are reported to NCES in March, undergo NCES and state editing, and become available for publication in September--a full year after the beginning of the school year. High school graduate and fiscal data are reported a year later than student and teacher data. In contrast, the estimates included in this report are made in December of the school year to which they apply.

Forty-two states, the District of Columbia, and three outlying areas participated in the public school early estimates survey. The estimates reported here were provided by state education agencies and represent the best information on public elementary and secondary schools available to states at this early stage of the school year. They are, however, subject to revision. The estimates for the remaining eight states and three outlying areas were imputed by NCES.

The source of universe statistical information on private schools in the United States is the Private School Survey. The private school universe consists of a diverse population of schools, including those with a religious orientation (for example, Catholic, Lutheran, and Jewish) as well as nonsectarian schools that include programs ranging from regular to special emphasis and special education. The private school early estimates is one reporting component of the universe collection. The basic statistical information included in this data system is collected from all private schools in the NCES universe, and the early estimates are based on a subsample of that universe.

NCES is continuing to examine and evaluate various methodologies to obtain better estimates and improve the data collection system for public and private elementary and secondary education. In the fall of 1992, the private school early estimates data were collected using Computer Assisted Telephone Interviewing, or CATI. This technique helps reduce errors in the data due to reporting or keying error, and provides an on-line editing system that enables interviewers to verify inconsistent responses.

Table 1.-- Early estimates of key statistics for public and private elementary and secondary schools for grades prekindergarten through 12: School year 1992-93

	Students	Teachers	Graduates	
			1991-92	1992-93
All schools	47,570,391	2,814,042	2,502,492	2,533,278
Public schools	42,195,453	2,450,717	2,246,248	2,276,830
Private schools	5,374,938	363,325	256,244	256,448

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Private School Early Estimates System, and Private School Survey.

Table 2.--Early estimates of membership in private elementary and secondary schools, by religious orientation and school level for grades K through 12: Fall 1988 through fall 1992

Characteristic	Fall 1988	Fall 1989	Fall 1990*	Fall 1991*	Fall 1992
Total	4,873,431	4,955,771	4,883,628	4,827,423	..4,964,258
Religious orientation					
Catholic	2,785,769	2,579,884	2,611,821	2,572,126	2,597,831
Other religious	1,467,350	1,663,310	1,569,881	1,573,960	1,564,356
Nonsectarian	620,312	712,577	701,926	681,336	802,070
School level					
Elementary	2,827,753	2,713,939	2,698,115	2,696,436	2,750,567
Secondary	868,297	817,302	840,542	844,038	801,814
Combined	1,177,381	1,424,530	1,344,715	1,286,948	1,411,877

*Revised; see technical notes

.. For comparability with student membership in public schools and with previous NCES estimates of student membership in private schools, the 410,680 students in private prekindergarten and nursery schools that have a first grade or higher were included in the early estimate of 5.4 million private school students. In order to estimate the number of private school students in elementary and secondary schools in grades kindergarten through 12, these 410,680 students were removed from the estimate to yield an estimate of 5.0 million.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System, and Private School Survey.

Table 3.--Early estimates of number of teachers in private elementary and secondary education, by religious orientation and school level for grades K through 12: Fall 1988 through fall 1992

Characteristic	Fall 1988	Fall 1989	Fall 1990*	Fall 1991*	Fall 1992
Total	344,659	342,284	326,958	327,972	332,778
Religious orientation					
Catholic	154,714	142,492	137,508	138,172	139,168
Other religious	119,130	123,253	115,553	117,980	113,442
Nonsectarian	70,815	76,539	73,898	71,891	80,168
School level					
Elementary	171,115	155,692	154,915	154,701	153,371
Secondary	63,270	63,281	59,059	58,972	57,398
Combined	110,273	123,311	112,984	114,298	122,009

*Revised; see technical notes

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System, and Private School Survey.

Table 4.--Early estimates of private school pupil/teacher ratio, by religious orientation and school level for grades K through 12: Fall 1988 through fall 1992

Characteristic	Fall 1988	Fall 1989	Fall 1990*	Fall 1991*	Fall 1992
Total	14.1	14.5	14.9	14.7	14.9
Religious orientation					
Catholic	18.0	18.1	19.0	18.6	18.7
Other religious	12.3	13.5	13.6	13.3	13.8
Nonsectarian	8.8	9.3	9.5	9.5	10.0
School level					
Elementary	16.5	17.4	17.4	17.4	17.9
Secondary	13.7	12.9	14.2	14.3	14.0
Combined	10.7	11.6	11.9	11.3	11.6

*Revised; see technical notes
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System, and Private School Survey.

Table 5.--Early estimates of number of private high school graduates, by religious orientation and school level: School years 1987-88 through 1992-93

Characteristic	1987-1988	1988-1989	1989-1990*	1990-1991*	1991-1992	Projected 1992-1993
Total	299,946	323,968	288,800	267,951	256,244	256,448
Religious orientation						
Catholic	186,138	181,976	167,145	152,175	142,830	145,097
Other religious	65,438	87,855	65,007	63,530	61,229	62,243
Nonsectarian	48,371	54,137	56,648	52,247	52,185	49,109
School level						
Secondary	219,298	213,283	204,705	184,208	172,818	172,240
Combined	80,648	110,685	84,096	83,744	83,426	84,208

*Revised; see technical notes
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System, and Private School Survey.

Table 6.--Membership in public elementary and secondary schools, by state for grades prekindergarten through 12: Fall 1988 to fall 1992

State	Actual fall 1988	Actual fall 1989	Preliminary fall 1990	Preliminary fall 1991	Estimated fall 1992
United States	40,188,690	40,526,372	41,216,683	42,001,794	42,195,453
Alabama	724,751	723,743	721,806	722,004	727,533 **
Alaska	106,481	109,280	113,903	118,680	119,528 **
Arizona	574,890	607,615	639,853	656,980	672,679
Arkansas	436,387	434,960	436,286	438,518	440,761 *
California	4,618,120	4,771,978	4,950,474	5,107,145	5,200,000
Colorado	560,081	562,755	574,213	593,030	612,635 **
Connecticut	460,637	461,560	469,123	481,050	488,400
Delaware	96,678	97,808	99,658	102,196	104,799 *
District of Columbia	84,792	81,301	80,694	80,618	80,937 **
Florida	1,720,930	1,789,925	1,861,592	1,932,131	1,981,887 **
Georgia	1,107,994	1,126,535	1,151,687	1,177,569	1,203,620
Hawaii	167,488	169,493	171,708	174,747	176,923 **
Idaho	214,615	214,932	220,840	225,680	231,668 **
Illinois	1,794,916	1,797,355	1,821,407	1,848,166	1,814,798
Indiana	960,994	954,165	954,525	956,994	958,397
Iowa	478,200	478,486	483,652	491,363	493,691 **
Kansas	426,596	430,864	437,034	445,390	452,071
Kentucky	637,627	630,688	636,401	646,024	640,477 **
Louisiana	786,683	783,025	784,757	765,589	746,889 *
Maine	212,902	213,775	215,149	216,400	217,042
Maryland	688,947	698,806	715,176	736,238	751,604 **
Massachusetts	823,428	825,588	834,314	846,155	858,095
Michigan	1,582,785	1,576,785	1,584,431	1,591,120	1,595,100
Minnesota	726,950	739,553	756,374	773,571	784,420
Mississippi	503,326	502,020	502,417	504,127	504,013 **
Missouri	806,639	807,934	816,558	827,404	838,758 **
Montana	152,191	151,265	152,974	155,779	158,031
Nebraska	269,434	270,920	274,081	279,552	281,813 **
Nevada	176,474	186,834	201,316	211,810	222,846 **
New Hampshire	169,413	171,696	172,785	177,138	175,979
New Jersey	1,080,871	1,076,005	1,089,646	1,109,796	1,129,883
New Mexico	292,425	296,057	301,881	308,667	303,417
New York	2,573,715	2,565,841	2,598,337	2,643,993	2,670,800
North Carolina	1,083,156	1,080,744	1,086,871	1,097,598	1,106,876 **
North Dakota	118,809	117,816	117,825	118,376	118,930 *
Ohio	1,778,544	1,764,410	1,771,089	1,783,767	1,780,000
Oklahoma	580,426	578,580	579,087	588,263	591,000
Oregon	461,752	472,394	472,394	498,614	510,229 **
Pennsylvania	1,659,714	1,655,279	1,667,834	1,692,797	1,716,670
Rhode Island	133,585	135,729	138,813	142,144	143,043 **
South Carolina	615,774	616,177	622,112	627,470	633,424 **
South Dakota	126,910	127,329	129,164	131,576	134,573 **
Tennessee	821,580	819,660	824,595	833,651	845,328
Texas	3,283,707	3,328,514	3,382,887	3,464,371	3,235,052
Utah	431,119	438,554	446,652	456,430	461,259 **
Vermont	93,381	94,779	95,762	97,137	98,532 *
Virginia	982,393	985,346	998,601	1,017,655 *	1,032,058 **
Washington	790,918	810,232	839,709	869,327	899,990 *
West Virginia	335,912	327,540	322,389	320,249	317,719 **
Wisconsin	774,857	782,905	797,621	814,671	830,964
Wyoming	97,793	97,172	98,226	102,074	100,313 **
Outlying Areas					
American Samoa	11,764	12,258	12,463	13,365	13,862 **
Guam	26,041	26,493	26,449	28,244	29,342 **
Northern Marianas	6,079	6,101	6,449	7,096	7,310 **
Puerto Rico	661,693	651,225	644,734	642,392	640,059 *
Virgin Islands	23,492	21,193	21,750	22,346	22,749 **

*Imputed by the National Center for Education Statistics (NCES).
**Actual fall 1992 count.
NOTE: All fall 1992 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

Table 7.--Number of teachers in public elementary and secondary schools, by state for grades prekindergarten through 12: School years 1988-89 to 1992-93

State	Actual 1988-89	Actual 1989-90	Preliminary 1990-91	Preliminary 1991-92	Estimated 1992-93
United States	2,323,213	2,356,914	2,398,169	2,431,610	2,450,717
Alabama	38,845	39,928	36,266	40,480	40,320
Alaska	6,272	6,492	6,710	7,118	7,400 *
Arizona	31,617	32,134	32,987	33,978	34,120
Arkansas	27,730	25,585	25,984	25,785	25,796 *
California	203,342	212,687	217,228	224,000	225,500
Colorado	31,398	31,954	32,342	33,093	34,000
Connecticut	35,502	34,618	34,785	34,383	34,400
Delaware	5,898	5,982	5,961	6,095	6,194 *
District of Columbia	5,936	6,055	5,950	6,087	5,502 **
Florida	100,370	104,127	108,088	109,939	107,453 **
Georgia	59,916	61,487	63,058	63,816	72,073
Hawaii	8,737	8,866	9,083	9,451	9,859
Idaho	10,425	10,715	11,254	11,626	11,807 **
Illinois	105,097	106,183	108,775	110,143	111,132
Indiana	54,029	54,370	54,806	54,546	54,500
Iowa	30,327	30,423	31,045	31,395	31,509 **
Kansas	28,122	28,727	29,140	29,324	29,409
Kentucky	35,788	35,731	36,777	37,571	37,472 **
Louisiana	43,203	44,608	45,401	46,118	46,098 *
Maine	14,593	15,206	15,513	15,416	16,000
Maryland	40,899	41,646	42,562	43,616	43,665
Massachusetts	60,068	59,040	54,003	55,963	54,145
Michigan	79,847	80,150	80,008	82,967	82,800
Minnesota	42,750	43,101	43,574	44,903	45,936
Mississippi	27,283	27,591	28,062	28,111	28,049 **
Missouri	50,693	51,362	52,359	52,306	52,400
Montana	9,626	9,627	9,613	9,883	9,900
Nebraska	18,003	18,464	18,764	19,069	19,153 **
Nevada	8,699	9,175	10,373	11,409	11,888
New Hampshire	10,442	10,572	10,637	11,464	11,353
New Jersey	79,698	79,597	79,886	80,515	80,789
New Mexico	15,770	16,150	16,703	17,498	17,815
New York	172,807	174,610	176,390	171,914	176,000
North Carolina	61,933	63,160	64,283	65,326	65,984 **
North Dakota	7,731	7,809	7,591	7,733	7,713 *
Ohio	101,021	101,629	103,088	103,372	102,000
Oklahoma	35,116	35,631	37,221	37,650	38,400
Oregon	25,147	25,630	26,174	26,745	26,253 **
Pennsylvania	104,379	105,415	100,275	100,475	100,900
Rhode Island	9,216	9,369	9,522	9,709	8,789
South Carolina	35,877	36,337	36,963	37,115	37,470
South Dakota	8,260	8,191	8,511	8,868	8,841 **
Tennessee	42,657	42,824	43,051	43,062	43,550
Texas	196,616	199,397	219,298	219,192	217,011
Utah	17,602	17,611	17,884	18,305	18,946 **
Vermont	6,852	6,852	7,257	7,031	7,085 *
Virginia	60,883	62,138	63,638	64,525 *	65,736
Washington	38,780	40,279	41,764	42,931	44,376 *
West Virginia	22,177	21,653	21,476	20,997	20,833
Wisconsin	48,541	49,329	49,302	52,028	56,146
Wyoming	6,693	6,697	6,784	6,564	6,247
Outlying Areas					
American Samoa	674	659	662	671	793
Guam	1,403	1,622	1,543	1,699	1,656
Northern Marianas	334	358	416	430	412 **
Puerto Rico	33,357	33,427	34,260	37,291	36,822 *
Virgin Islands	1,597	1,595	1,575	1,581	1,688 **

*Imputed by the National Center for Education Statistics (NCES).
**Actual fall 1992 count.
NOTE: All 1992-93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

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Table 8.--Number of public high school graduates, by state: School years 1988-89 to 1992-93

State	Actual 1988-89	Preliminary 1989-90	Preliminary 1990-91	Estimated 1991-92	Estimated 1992-93
United States	2,458,800	2,320,337	2,238,299	2,246,248	2,276,830
Alabama	43,437	40,485	39,042	38,624 **	39,249
Alaska	5,631	5,386	5,458	5,548 **	5,713
Arizona	31,919	32,103	31,282	28,984	29,166
Arkansas	27,920	26,475	25,668	25,403 *	25,764 *
California	244,629	236,291	234,164	250,265	257,064
Colorado	35,520	32,967	31,293	31,059 **	32,220
Connecticut	30,862	27,878	27,290	25,415 **	24,500
Delaware	6,104	5,550	5,223	5,274 *	5,457 *
District of Columbia	3,565	3,626	3,369	3,385 **	3,290
Florida	90,759	88,934	87,419	92,073 **	93,224
Georgia	61,937	56,605	60,088	59,723 **	60,620
Hawaii	10,404	10,325	8,974	9,233 **	8,923
Idaho	12,520	11,971	11,961	12,734 **	13,182
Illinois	116,660	108,119	103,329	102,742 **	103,318
Indiana	63,571	60,012	58,558	57,651 **	58,860
Iowa	34,294	31,796	28,593	29,026 **	30,337
Kansas	26,848	25,367	24,414	23,987 **	24,246
Kentucky	38,883	38,005	35,835	34,795 **	36,622
Louisiana	37,198	36,053	33,489	32,170 *	31,668 *
Maine	13,857	13,839	13,151	14,229 **	13,891
Maryland	45,791	41,566	39,014	39,014 **	39,013
Massachusetts	57,328	55,941	52,075	50,791	46,618
Michigan	101,784	93,807	88,234	86,700	89,700
Minnesota	53,122	49,087	46,474	46,134	47,531
Mississippi	24,241	25,182	23,665	22,959 **	23,188
Missouri	51,968	48,957	46,928	46,595	47,440
Montana	10,490	9,370	9,013	9,012	9,279
Nebraska	18,690	17,664	16,500	17,549 **	17,808
Nevada	9,464	9,477	9,370	9,182 **	9,932
New Hampshire	11,340	10,766	10,059	10,174 **	9,682
New Jersey	76,263	69,824	67,003	63,797	62,970
New Mexico	15,481	14,884	15,157	14,824 **	14,498
New York	154,580	143,318	133,562	134,700	136,400
North Carolina	69,970	64,782	62,792	60,911 **	60,370
North Dakota	8,077	7,690	7,573	7,492 *	7,595 *
Ohio	125,036	114,513	107,484	106,200	106,100
Oklahoma	36,773	35,606	33,007	32,670 **	32,500
Oregon	26,903	25,473	24,597	25,451 **	26,900
Pennsylvania	118,921	110,527	104,770	103,770	103,180
Rhode Island	8,554	7,825	7,744	7,718 **	7,756
South Carolina	37,020	32,483	33,063	32,800	32,500
South Dakota	8,181	7,650	7,127	7,408 **	7,996
Tennessee	48,553	46,094	44,847	45,215	45,792
Texas	176,951	172,480	174,306	176,244	178,450
Utah	22,934	21,196	22,219	24,946 **	26,032
Vermont	5,963	6,127	5,212	5,206 *	5,328 *
Virginia	65,004	60,605	58,441 *	58,647 **	58,410
Washington	48,941	45,941	43,331	44,171 *	46,142 *
West Virginia	22,886	21,854	21,064	20,801 **	20,954
Wisconsin	54,994	52,038	49,340	47,014 **	53,368
Wyoming	6,079	5,823	5,728	5,834 **	6,084
Outlying Areas					
American Samoa	569	703	597	626 **	745
Guam	936	1,033	1,014	1,012 **	965
Northern Marianas	200	227	273	263 **	285
Puerto Rico	31,617	29,049	29,329	28,774 *	28,929 *
Virgin Islands	1,025	1,260	986	916 **	1,025

*Imputed by the National Center for Education Statistics (NCES).
**Actual count.
NOTE: All 1991-92 and 1992-93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

Table 9.--Revenues for public elementary and secondary education, by state for grades prekindergarten through 12: Fiscal years 1989 to 1993

(In thousands of dollars)

State	Actual FY 89	Preliminary FY 90	Preliminary FY 91	Estimated FY 92	Estimated FY 93
United States	$191,267,624	$207,888,111	$222,822,499	$232,892,718	$239,300,809
Alabama	2,552,053	2,557,836	2,704,515	2,651,137 **	2,684,383
Alaska	864,292	960,122	1,021,392	1,062,248	1,104,737
Arizona	2,589,909	2,742,625	2,973,755	3,071,757	3,142,418
Arkansas	1,473,751	1,594,428	1,645,442	1,424,262	1,415,231
California	22,208,938	24,320,281	25,266,899	26,536,414	23,712,626
Colorado	2,477,978	2,767,107	2,892,809	3,036,156	3,209,896
Connecticut	3,116,060	3,543,024	3,687,572	3,780,000	3,880,000
Delaware	500,642	542,448	566,146	614,718 *	640,585 *
District of Columbia	521,094	648,392	665,624	519,600 **	513,522
Florida	8,396,809	9,589,961	10,416,592	10,884,060	11,372,755
Georgia	4,693,011	5,194,517	5,417,738	5,826,483	6,111,545
Hawaii	682,202	810,631	945,327	984,349	1,072,940
Idaho	651,165	710,841	795,820	812,799 **	878,969
Illinois	8,023,607	9,001,253	9,269,492	10,050,162	10,753,673
Indiana	4,372,707	4,349,969	5,305,182	5,729,000	6,187,000
Iowa	2,072,991	2,149,710	2,211,510	2,286,510	2,361,510
Kansas	1,920,927	2,085,315	2,208,225	2,318,636 **	2,457,754
Kentucky	2,071,522	2,247,379	2,729,811	2,909,135	3,010,955
Louisiana	2,787,869	3,058,293	3,200,752	3,306,269 *	3,277,764 *
Maine	1,027,134	1,154,667	1,192,430	1,299,196 **	1,323,491
Maryland	3,804,336	4,267,441	4,565,842	4,664,761	4,851,074
Massachusetts	4,847,275	5,117,504	5,274,333	5,650,055 **	5,796,682
Michigan	7,733,780	8,394,959	9,054,147	9,320,055	9,538,959
Minnesota	3,665,226	3,988,317	4,300,519	4,420,000	4,561,400
Mississippi	1,440,070	1,573,464	1,599,374	1,660,972 **	1,744,020
Missouri	3,442,018	3,699,939	3,968,551	3,835,951 **	3,970,000
Montana	662,104	707,594	786,516	818,000	850,000
Nebraska	1,214,451	1,359,712	1,469,586	1,362,277	1,437,203
Nevada	757,832	860,464	1,006,832	1,141,867	1,168,298
New Hampshire	825,442	900,843	977,610	1,220,318	1,369,735
New Jersey	7,992,886	8,763,058	9,565,571	10,315,594 *	10,672,438 *
New Mexico	1,142,068	1,225,429	1,321,887	1,431,115 *	1,429,563 *
New York	18,764,256	19,744,546	21,362,779	21,807,900	22,234,500
North Carolina	4,279,584	4,683,693	4,995,253	5,676,400	6,086,800
North Dakota	469,624	487,049	515,073	547,924 *	559,404 *
Ohio	8,222,796	8,709,509	9,116,257	9,507,718	10,457,201
Oklahoma	2,127,862	2,172,547	2,356,528	2,304,503	2,410,660
Oregon	2,315,476	2,539,734	2,687,143	2,672,000	2,806,000
Pennsylvania	9,154,167	10,336,060	11,063,955	11,727,792	12,431,460
Rhode Island	753,042	844,009	866,151	886,527 **	913,123
South Carolina	2,453,008	2,698,180	2,856,421	2,883,176	2,902,010
South Dakota	468,658	503,949	532,388	559,447 **	576,231
Tennessee	2,731,861	2,907,714	3,034,270	3,008,776	3,289,479
Texas	13,110,312	13,948,117	15,407,772	16,241,223	16,950,550
Utah	1,203,017	1,334,715	1,420,359	1,518,257	1,432,052
Vermont	507,918	562,543	615,449	661,012 *	681,365 *
Virginia	4,636,663	5,101,281	5,462,332	5,544,267	5,965,631
Washington	3,775,985	4,192,291	4,698,535	5,150,418 *	5,418,460 *
West Virginia	1,290,156	1,413,165	1,599,534	1,657,012	1,822,713
Wisconsin	3,904,897	4,240,432	4,636,119	4,965,596 **	5,262,042
Wyoming	566,196	581,050	588,382	628,915	600,000
Outlying Areas					
American Samoa	24,385	26,936	30,407	31,066 **	28,715
Guam	104,724	113,758	125,496	135,845 **	160,415
Northern Marianas	19,724	26,906	34,803	40,897	37,983
Puerto Rico	1,096,135	1,159,520	1,266,116	1,335,730 *	1,352,437 *
Virgin Islands	132,329	174,458	160,899	175,033 *	181,076 *

*Imputed by the National Center for Education Statistics (NCES).
**Actual count.
NOTE: All FY 92 and FY 93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

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Table 10.--Current expenditures for public elementary and secondary education, by state for grades prekindergarten through 12: Fiscal years 1989 to 1993

(In thousands of dollars)

State	Actual FY 89	Preliminary FY 90	Preliminary FY 91	Estimated FY 92	Estimated FY 93
United States	$172,968,800	$187,575,138	$201,549,624	$219,039,513	$226,672,400
Alabama	2,188,020	2,275,233	2,475,216	2,475,669	2,548,282
Alaska	739,020	828,051	854,499	950,863	988,897
Arizona	2,143,148	2,260,980	2,469,415	3,089,779	3,160,530
Arkansas	1,319,370	1,404,545	1,510,092	1,292,041	1,323,043
California	19,417,178	21,485,782	22,748,218	26,926,274	24,061,001
Colorado	2,266,667	2,451,885	2,642,839	2,800,671	2,940,037
Connecticut	2,984,542	3,342,033	3,427,201	3,530,000	3,610,000
Delaware	479,327	511,718	534,003	577,860 *	632,521 *
District of Columbia	584,035	632,666	639,737	519,600 **	513,522
Florida	7,245,515	8,228,531	9,045,710	9,485,876	9,944,161
Georgia	4,006,069	4,414,016	4,804,225	5,206,259	5,600,410
Hawaii	643,319	700,012	827,579	900,406	979,642
Idaho	571,159	627,794	708,045	736,096 **	747,542
Illinois	7,655,153	8,125,493	8,932,538	10,887,819	11,649,966
Indiana	3,779,468	4,024,098	4,379,142	4,765,000	5,146,000
Iowa	1,925,623	2,004,742	2,136,561	2,211,561	2,286,561
Kansas	1,712,260	1,848,302	1,938,012	2,034,912 **	2,157,007
Kentucky	1,918,741	2,094,231	2,480,363	2,681,375	2,775,223
Louisiana	2,468,307	2,802,793	2,987,448	3,075,518 *	3,202,650 *
Maine	921,931	1,048,195	1,070,965	1,052,359	1,072,038
Maryland	3,505,018	3,845,123	4,184,858	4,248,763	4,389,670
Massachusetts	4,522,119	4,760,390	4,906,828	5,072,291 **	5,316,715
Michigan	7,458,330	8,025,621	8,545,805	8,796,783	9,003,398
Minnesota	3,282,296	3,474,398	3,740,820	3,390,800	3,550,200
Mississippi	1,372,290	1,472,710	1,510,552	1,539,451 **	1,616,423
Missouri	3,096,666	3,288,738	3,487,786	3,308,076 **	3,407,000
Montana	592,454	641,345	719,963	749,000	779,000
Nebraska	1,105,009	1,233,431	1,297,639	1,227,949	1,295,487
Nevada	628,657	712,898	864,379	1,026,273	1,026,486
New Hampshire	733,240	821,671	888,156	1,113,669	1,253,773
New Jersey	7,309,147	7,971,100	8,784,969	9,441,813 *	10,260,685 *
New Mexico	975,552	1,021,082	1,134,142	1,223,713 *	1,283,985 *
New York	17,127,584	18,090,978	19,514,583	20,346,400	20,744,400
North Carolina	3,892,971	4,288,474	4,544,112	5,430,580	5,982,343
North Dakota	431,814	459,391	460,581	488,303 *	523,657 *
Ohio	7,425,194	7,994,379	8,407,428	10,077,200	10,917,931
Oklahoma	1,833,743	1,907,379	2,078,673	2,055,530	2,161,530
Oregon	2,123,241	2,297,944	2,453,934	2,629,000	2,760,000
Pennsylvania	8,597,355	9,496,788	10,087,322	10,995,181	11,984,748
Rhode Island	747,852	786,969	823,655	874,002 **	900,223
South Carolina	2,118,732	2,326,105	2,493,524	2,535,158	2,568,115
South Dakota	427,522	447,177	481,304	519,840 **	545,832
Tennessee	2,668,341	2,790,808	2,903,209	2,890,606	3,148,494
Texas	11,761,447	12,763,954	13,695,327	16,187,391	16,875,555
Utah	1,040,104	1,130,135	1,235,916	1,284,111	1,332,180
Vermont	485,226	546,901	599,018	641,193 *	694,242 *
Virginia	4,151,050	4,561,874	4,891,212	4,964,580	5,341,888
Washington	3,204,265	3,551,100	3,906,529	4,267,788 *	4,716,152 *
West Virginia	1,202,486	1,316,173	1,473,744	1,556,745	1,712,419
Wisconsin	3,688,311	3,929,920	4,292,434	4,406,089 **	4,715,837
Wyoming	491,930	509,084	529,413	551,296	525,000
Outlying Areas					
American Samoa	22,314	21,837	24,946	30,393	33,648 *
Guam	94,368	106,033	122,170	132,460 **	156,862
Northern Marianas	14,375	20,476	32,987	38,538	37,500
Puerto Rico	1,030,387	1,090,383	1,187,261	1,248,312 *	1,327,619 *
Virgin Islands	111,750	128,066	119,950	130,046 *	141,316 *

*Imputed by the National Center for Education Statistics (NCES).
**Actual count.
NOTE: All FY 92 and FY 93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

Table 11.--Student membership and number of teachers, and estimates of revenues, expenditures, and pupil/teacher ratio for public elementary and secondary schools, by state for grades prekindergarten through 12: School year 1991-92/Fiscal year 1992

State	Preliminary		Estimated				
	Membership	Number of teachers	Revenues (in thousands)	Current expenditures (in thousands)	Pupil/ teacher ratio	Per pupil revenue	Per pupil expenditure
United States	42,001,794	2,431,610	$232,892,718	$219,039,513	17.3	$5,545	$5,215
Alabama	722,004	40,480	2,651,137 **	2,475,669	17.8	3,672	3,429
Alaska	118,680	7,118	1,062,248	950,863	16.7	8,951	8,012
Arizona	656,980	33,978	3,071,757	3,089,779	19.3	4,676	4,703
Arkansas	438,518	25,785	1,424,262	1,292,041	17.0	3,248	2,946
California	5,107,145	224,000	26,536,414	26,926,274	22.8	5,196	5,272
Colorado	593,030	33,093	3,036,156	2,800,671	17.9	5,120	4,723
Connecticut	481,050	34,383	3,780,000	3,530,000	14.0	7,858	7,338
Delaware	102,196	6,095	614,718 *	577,860 *	16.8	6,015	5,654
District of Columbia	80,618	6,087	519,600 **	519,600 **	13.2	6,445	6,445
Florida	1,932,131	109,939	10,884,060	9,485,876	17.6	5,633	4,910
Georgia	1,177,569	63,816	5,826,483	5,206,259	18.5	4,948	4,421
Hawaii	174,747	9,451	984,349	900,406	18.5	5,633	5,153
Idaho	225,680	11,626	812,799 **	736,096 **	19.4	3,602	3,262
Illinois	1,848,166	110,143	10,050,162	10,887,819	16.8	5,438	5,891
Indiana	956,994	54,546	5,729,000	4,765,000	17.5	5,986	4,979
Iowa	491,363	31,395	2,286,510	2,211,561	15.7	4,653	4,501
Kansas	445,390	29,324	2,318,636 **	2,034,912 **	15.2	5,206	4,569
Kentucky	646,024	37,571	2,909,135	2,681,375	17.2	4,503	4,151
Louisiana	765,589	46,118	3,306,269 *	3,075,518 *	16.6	4,319	4,017
Maine	216,400	15,416	1,299,196 **	1,052,359	14.0	6,004	4,863
Maryland	736,238	43,616	4,664,761	4,248,763	16.9	6,336	5,771
Massachusetts	846,155	55,963	5,650,055 **	5,072,291 **	15.1	6,677	5,995
Michigan	1,591,120	82,967	9,320,055	8,796,783	19.2	5,858	5,529
Minnesota	773,571	44,903	4,420,000	3,390,800	17.2	5,714	4,383
Mississippi	504,127	28,111	1,660,972 **	1,539,451 **	17.9	3,295	3,054
Missouri	827,404	52,306	3,835,951 **	3,308,076 **	15.8	4,636	3,998
Montana	155,779	9,883	818,000	749,000	15.8	5,251	4,808
Nebraska	279,552	19,069	1,362,277	1,227,949	14.7	4,873	4,393
Nevada	211,810	11,409	1,141,867	1,026,273	18.6	5,391	4,845
New Hampshire	177,138	11,464	1,220,318	1,113,669	15.5	6,889	6,287
New Jersey	1,109,796	80,515	10,315,594 *	9,441,813 *	13.8	9,295	8,508
New Mexico	308,667	17,498	1,431,115 *	1,223,713 *	17.6	4,636	3,965
New York	2,643,993	171,914	21,807,900	20,346,400	15.4	8,248	7,695
North Carolina	1,097,598	65,326	5,676,400	5,430,580	16.8	5,172	4,948
North Dakota	118,376	7,733	547,924 *	488,303 *	15.3	4,629	4,125
Ohio	1,783,767	103,372	9,507,718	10,077,200	17.3	5,330	5,649
Oklahoma	588,263	37,650	2,304,503	2,055,530	15.6	3,917	3,494
Oregon	498,614	26,745	2,672,000	2,629,000	18.6	5,359	5,273
Pennsylvania	1,692,797	100,475	11,727,792	10,995,181	16.8	6,928	6,495
Rhode Island	142,144	9,709	886,527 **	874,002 **	14.6	6,237	6,149
South Carolina	627,470	37,115	2,883,176	2,535,158	16.9	4,595	4,040
South Dakota	131,576	8,868	559,447 **	519,840 **	14.8	4,252	3,951
Tennessee	833,651	43,062	3,008,776	2,890,606	19.4	3,609	3,467
Texas	3,464,371	219,192	16,241,223	16,187,391	15.8	4,688	4,673
Utah	456,430	18,305	1,518,257	1,284,111	24.9	3,326	2,813
Vermont	97,137	7,031	661,012 *	641,193 *	13.8	6,805	6,601
Virginia	1,017,655 *	64,525 *	5,544,267	4,964,580	--	5,448	4,878
Washington	869,327	42,931	5,150,418 *	4,267,788 *	20.2	5,925	4,909
West Virginia	320,249	20,997	1,657,012	1,556,745	15.3	5,174	4,861
Wisconsin	814,671	52,028	4,965,596 **	4,406,089 **	15.7	6,095	5,408
Wyoming	102,074	6,564	628,915	551,296	15.6	6,161	5,401
Outlying Areas							
American Samoa	13,365	671	31,066 **	30,393	19.9	2,324	2,274
Guam	28,244	1,699	135,845 **	132,460 **	16.6	4,810	4,690
Northern Marianas	7,096	430	40,897	38,538	16.5	5,763	5,431
Puerto Rico	642,392	37,291	1,335,730 *	1,248,312 *	17.2	2,079	1,943
Virgin Islands	22,346	1,581	175,033 *	130,046 *	14.1	7,833	5,820

*Imputed by the National Center for Education Statistics (NCES).
**Actual count.
NOTE: All numbers for revenues and expenditures are state estimates unless otherwise indicated by single or double asterisks. All numbers for membership and teachers are actual counts unless otherwise noted. Estimates for revenues and expenditures are reported as of December 1992.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

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Table 12.--Estimated membership, number of teachers, revenues, expenditures, and pupil/teacher ratio, for public elementary and secondary schools, by state for grades prekindergarten through 12: School year 1992-93/ Fiscal year 1993

State	Membership	Number of teachers	Revenues (in thousands)	Current expenditures (in thousands)	Pupil/ teacher ratio	Per pupil revenue	Per pupil expenditure
United States	42,195,453	2,450,717	$239,300,809	$226,672,400	17.2	$5,671	$5,372
Alabama	727,533 **	40,320	2,684,383	2,548,282	18.0	3,690	3,503
Alaska	119,528 **	7,400 *	1,104,737	988,897	16.2	9,242	8,273
Arizona	672,679	34,120	3,142,418	3,160,530	19.7	4,671	4,698
Arkansas	440,761 *	25,796 *	1,415,231	1,323,043	17.1	3,211	3,002
California	5,200,000	225,500	23,712,626	24,061,001	23.1	4,560	4,627
Colorado	612,635 **	34,000	3,209,896	2,940,037	18.0	5,239	4,799
Connecticut	488,400	34,400	3,880,000	3,610,000	14.2	7,944	7,391
Delaware	104,799 *	6,194 *	640,585 *	632,521 *	16.9	6,113	6,036
District of Columbia	80,937 **	5,502 **	513,522	513,522	14.7	6,345	6,345
Florida	1,981,887 **	107,453 **	11,372,755	9,944,161	18.4	5,738	5,018
Georgia	1,203,620	72,073	6,111,545	5,600,410	16.7	5,078	4,653
Hawaii	176,923 **	9,859	1,072,940	979,642	17.9	6,064	5,537
Idaho	231,668 **	11,807 **	878,969	747,542	19.6	3,794	3,227
Illinois	1,814,798	111,132	10,753,673	11,649,966	16.3	5,926	6,419
Indiana	958,397	54,500	6,187,000	5,146,000	17.6	6,456	5,369
Iowa	493,691 **	31,509 **	2,361,510	2,286,561	15.7	4,783	4,632
Kansas	452,071	29,409	2,457,754	2,157,007	15.4	5,437	4,771
Kentucky	640,477 **	37,472 **	3,010,955	2,775,223	17.1	4,701	4,333
Louisiana	746,889 *	46,098 *	3,277,764 *	3,202,650 *	16.2	4,389	4,288
Maine	217,042	16,000	1,323,491	1,072,038	13.6	6,098	4,939
Maryland	751,604 **	43,665	4,851,074	4,389,670	17.2	6,454	5,840
Massachusetts	858,095	54,145	5,796,682	5,316,715	15.8	6,755	6,196
Michigan	1,595,100	82,800	9,538,959	9,003,398	19.3	5,980	5,644
Minnesota	784,420	45,936	4,561,400	3,550,200	17.1	5,815	4,526
Mississippi	504,013 **	28,049 **	1,744,020	1,616,423	18.0	3,460	3,207
Missouri	838,758 **	52,400	3,970,000	3,407,000	16.0	4,733	4,062
Montana	158,031	9,900	850,000	779,000	16.0	5,379	4,929
Nebraska	281,813 **	19,153 **	1,437,203	1,295,487	14.7	5,100	4,597
Nevada	222,846 **	11,888	1,168,298	1,026,486	18.7	5,243	4,606
New Hampshire	175,979	11,353	1,369,735	1,253,773	15.5	7,784	7,125
New Jersey	1,129,883	80,789	10,672,438 *	10,260,685 *	14.0	9,446	9,081
New Mexico	303,417	17,815	1,429,563 *	1,283,985 *	17.0	4,712	4,232
New York	2,670,800	176,000	22,234,500	20,744,400	15.2	8,325	7,767
North Carolina	1,106,876 **	65,984 **	6,086,800	5,982,343	16.8	5,499	5,405
North Dakota	118,930 *	7,713 *	559,404 *	523,657 *	15.4	4,704	4,403
Ohio	1,780,000	102,000	10,457,201	10,917,931	17.5	5,875	6,134
Oklahoma	591,000	38,400	2,410,660	2,161,530	15.4	4,079	3,657
Oregon	510,229 **	26,253 **	2,806,000	2,760,000	19.4	5,499	5,409
Pennsylvania	1,716,670	100,900	12,431,460	11,984,748	17.0	7,242	6,981
Rhode Island	143,043 **	8,789	913,123	900,223	16.3	6,384	6,293
South Carolina	633,424 **	37,470	2,902,010	2,568,115	16.9	4,581	4,054
South Dakota	134,573 **	8,841 **	576,231	545,832	15.2	4,282	4,056
Tennessee	845,328	43,550	3,289,479	3,148,494	19.4	3,891	3,725
Texas	3,235,052	217,011	16,950,550	16,875,555	14.9	5,240	5,216
Utah	461,259 **	18,946 **	1,432,052	1,332,180	24.3	3,105	2,888
Vermont	98,532 *	7,085 *	681,365 *	694,242 *	13.9	6,915	7,046
Virginia	1,032,058 **	65,736	5,965,631	5,341,888	15.7	5,780	5,176
Washington	899,990 *	44,376 *	5,418,460 *	4,716,152 *	20.3	6,021	5,240
West Virginia	317,719 **	20,833	1,822,713	1,712,419	15.3	5,737	5,390
Wisconsin	830,964	56,146	5,262,042	4,715,837	14.8	6,332	5,675
Wyoming	100,313 **	6,247	600,000	525,000	16.1	5,981	5,234
Outlying Areas							
American Samoa	13,862 **	793	28,715	33,648 *	17.5	2,071	2,427
Guam	29,342 **	1,656	160,415	156,862	17.7	5,467	5,346
Northern Marianas	7,310 **	412 **	37,983	37,500	17.7	5,196	5,130
Puerto Rico	640,059 *	36,822 *	1,352,437 *	1,327,619 *	17.4	2,113	2,074
Virgin Islands	22,749 **	1,688 **	181,076 *	141,316 *	13.5	7,960	6,212

*Imputed by the National Center for Education Statistics (NCES).
**Actual count.
NOTE: All numbers are state estimates unless otherwise indicated by single or double asterisks.
SOURCE: U.S. Department of Education, NCES, Common Core of Data.

Table 13.--Selected standard errors for private school early estimates for grades K through 12: School year 1992-93

Characteristic	Total	Religious Orientation			School Level		
		Catholic	Other religious	Non-sectarian	Elementary	Secondary	Combined
Students							
Fall 1988	96,779.9	63,087.0	65,974.6	36,800.1	82,816.9	29,378.6	57,862.8
Fall 1989	117,830.9	58,569.5	88,321.4	51,507.8	75,128.0	35,790.6	114,972.5
Fall 1990*	102,123.9	47,861.4	54,721.8	40,117.7	78,969.6	73,260.3	54,828.9
Fall 1991*	80,585.8	45,353.9	58,186.1	46,979.5	88,553.7	78,987.8	53,797.3
Fall 1992	116,612.2	38,332.2	101,583.3	47,455.7	52,060.1	20,187.7	96,073.1
Teachers							
Fall 1988	7,624.7	4,166.7	5,452.3	4,359.3	5,707.4	1,545.0	5,116.1
Fall 1989	8,636.1	3,656.6	5,035.6	5,987.8	5,183.5	2,858.5	7,865.2
Fall 1990*	7,912.7	2,910.6	6,247.6	5,021.0	5,488.8	4,565.2	6,493.8
Fall 1991*	8,320.1	2,920.5	6,217.0	5,602.6	5,517.4	4,604.8	7,114.2
Fall 1992	8,714.8	3,047.8	6,030.1	5,218.4	3,329.0	1,674.3	7,876.0
Pupil/teacher ratio							
Fall 1988	0.2	0.4	0.3	0.2	0.3	0.4	0.3
Fall 1989	0.1	0.1	0.3	0.1	0.1	0.1	0.1
Fall 1990*	0.1	0.2	0.3	0.3	0.3	0.4	0.3
Fall 1991*	0.3	0.3	0.6	0.4	0.3	0.3	0.5
Fall 1992	0.2	0.3	0.4	0.4	0.3	0.2	0.5
Graduates							
1987-88	9,605.4	8,993.4	3,863.2	4,419.8	--	9,237.6	4,809.1
1988-89	13,305.6	9,956.0	8,449.2	6,839.1	--	9,069.0	12,302.2
1989-90*	18,992.8	17,010.4	5,682.4	5,793.6	--	17,643.3	5,925.4
1990-91*	15,979.3	13,752.1	5,020.8	5,075.7	--	14,637.0	6,910.2
1991-92	6,071.4	4,554.6	4,714.1	4,377.0	--	3,935.1	4,257.8
1992-93	6,445.7	4,572.8	4,364.7	4,211.9	--	3,898.6	4,664.4

*Revised; see technical notes

--Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System, and Private School Survey.

TECHNICAL NOTES

Public School Early Estimates Methodology

In mid-November 1992, survey forms were sent out to each state education agency. States were asked to return by mail or fax the completed form. Those which had not responded by December were contacted by telephone. All data were checked for reasonableness against prior years' reports, and followup calls were made to resolve any questions. In some cases the change from 1992 to 1993 reflected improved reporting; Georgia, for example, included in its 1993 estimates teachers of art, physical education, and several other subjects who had been omitted from previous reports. In other cases, state contacts confirmed the reported numbers. Illinois, for example, anticipates that public education expenditures for fiscal year 1993 will exceed revenues; Wyoming is experiencing a marked increase in the number of high school graduates.

Missing values for student membership were imputed by multiplying a state's membership data from the 1991-92 school year by one plus the rate of growth experienced by that state in student membership from 1990-91 to 1991-92.

Missing values for other data elements were imputed by state, using ratios of the missing quantity to the student membership value, and then adjusting this number by the national average percent change from the previous year for this element. For example, the procedure for imputing the number of teachers in the 1992-93 school year involved: (1) calculating the teacher-to-student ratio in the given state in 1991-92; (2) calculating the total growth rate in teacher-to-student ratios for reporting states from 1991-92 to 1992-93; and (3) multiplying the state student membership for the 1992-93 school year by the ratio calculated in step 1, and then multiplying this product by the growth rate calculated in step 2. Equivalent procedures were used for imputing numbers of high school graduates, revenues, and current expenditures. When a national total includes imputed state values, that national total is reported as an imputed number.

Nonfiscal data for school years 1990-91 and 1991-92 and fiscal data for fiscal year 1990 and fiscal year 1991 are reported as preliminary. These preliminary estimates are subject to change.

The "Fiscal Survey" instrument was revised for fiscal year 1989. The difference between the revised form and the version it replaced accounts for some of the differences between figures reported before fiscal year 1989 and figures for fiscal year 1989 and subsequent years.

Accuracy of Estimates

Past years' data provide an indication of the differences between early estimates and final data. The early estimate of public school membership for fall 1991 was 41,838,871, which represented an increase of 1.49 percent from the fall 1990 value. The actual increase, based on the final count of 42,001,794, was 1.89 percent. Last year's estimate indicated that there were 2,431,008 public school teachers for 1991-92, implying an increase of 1.40 percent over the

previous year. Actual increase of public school teachers over that year was 1.43 percent. For number of public school graduates, the estimated decrease from 1989-90 to 1990-91 was 2.93 percent, while the actual decrease was 3.51 percent. Revenues were estimated to increase 6.02 percent from 1989-90 to 1990-91, while the actual increase was 7.34 percent. The estimated increase in current expenditures, from 1989-90 to 1990-91, was 7.48 percent, as compared with an actual increase of 7.56 percent. The same methodology used for estimating these data last year was used to generate the estimates for this report.

Private School Early Estimates Methodology

Early in September 1992, advance questionnaires were mailed to a national probability sample of 1,167 private elementary and secondary schools. Telephone collection of the data began in early October and was completed in mid-October. The telephone data collection used Computer Assisted Telephone Interviewing (CATI) technology to collect the data and perform preliminary edits. The overall response rate was 93.3[1] percent: 1,045 of the 1,120 eligible schools. Some 47 of the original 1,167 schools in the sample were determined to be out-of-scope[2]. After adjusting for out-of-scope schools, the weighted estimate of private schools is 26,011.[3]

The sampling frame used for the Private School Early Estimates Survey was the 1991-1992 NCES Private School Survey (PSS). This survey collected information on the number of teachers and students in private schools, by school religious orientation and level as well as actual and projected counts of high school graduates. The PSS, and therefore the early estimates survey, uses two nonoverlapping frames: the list frame of approximately 24,000 eligible schools (the universe list), and an area frame developed by the Census Bureau, consisting of 355 schools identified in 124 sampled geographic areas (Primary Sampling Units or PSUs). The area frame is constructed from a sample survey designed to capture those schools not included in the universe list and is repeated every 2 years. The 355 schools identified in the sampled areas are weighted to a national estimate of the number of private schools not included in the universe list. This weighted number is then added to the universe count to produce an estimate of the total number of private schools in the United States.

For the early estimates, the list frame was stratified by level of school (elementary, secondary, and combined) and religious orientation (Catholic, other religious, and nonsectarian). Within strata, schools were further sorted by Census region (Northeast, Midwest, South, and West), by urbanicity (urban, suburban, and rural) within region, and by student membership size within urbanicity. Each school in the sorted frame was assigned a sampling measure of size equal to the square root of student membership.

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[1]The response rate for the Early Estimates Survey was lower this year than in prior years because of a change in the definition of a completed interview.

[2]An out-of-scope school is one that does not serve any of grades 1 through 12 or is located in a private home that is used as a family residence.

[3]The number of private schools reported in last year's early estimates reports was 24,306. An updated list and area frame was used this year. The update included new schools that began operation since the last update was done in school year 1988-89.

The area frame was stratified by level of school (elementary, secondary, and combined) and religious orientation (Catholic, other religious, and nonsectarian). Within strata, schools were further sorted by FIPS (Federal Information Processing Standards) state code, by PSU within state, and by student membership within PSU. Samples were selected with probabilities proportionate to size from each stratum. The measure of size used for this purpose was the square root of student membership multiplied by the inverse of the probability of selection of the PSU in which the school is located.

The estimation procedure is a two step process. The first step is to produce estimates based on the NCES frame for private schools (1991-92 Private School Survey). These estimates are adjusted for total school nonresponse, as well as item nonresponse. The second step is to update the PSS based estimates, using the data collected in the 1992 Early Estimates Survey (EES). This EES update is a ratio estimate of the 1992 estimate from EES divided by the 1991 estimate based on the 1991 PSS data for the EES sample. The estimates in the tables are the PSS based estimates time the EES update. The early estimates in this report incorporate the relevant estimates from the PSS and update then using data collected in the EES.

The private school early estimates are based on a sample; these estimates may differ somewhat from figures that would have been obtained if a complete census of private schools had been taken using the same questionnaire and procedures. The standard error indicates the magnitude of the sampling error, the variability due to sampling when estimating a statistic. It indicates how much variance there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, for the ratio of private school pupils to private school teachers in 1992-93, the estimate for all private schools is 14.9 and the standard error is 0.2. The 95 percent confidence interval for this statistic extends from 14.9 - (0.2 times 1.96) to 14.9 + (0.2 times 1.96) or from 14.5 to 15.3. The standard error for the 4,964,258 students in private schools is 116,612. The 95 percent confidence interval for this statistic extends from 4,735,698 to 5,192,818.

Estimates of standard errors were computed using a variance estimation procedure for complex sample survey data known as balanced repeated replication (BRR)--a technique that splits the sample into several different half-samples. Weight adjusted estimates are computed from the half-samples. Finally, the standard error of the half-sample estimates is used as an approximation for the full-sample standard error[4]. Table 13 presents standard errors for some key statistics for private schools.

Survey estimates are also subject to errors of reporting and errors made in the collection and processing of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to estimate the sampling variability of an

[4]Wolter, K. M. (1985). *Introduction to Variance Estimation*. Springer-Verlag, New York, 110-145.

estimate, nonsampling errors are not easy to measure and usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. The content of the survey was developed in consultation with representatives of private school associations attending NCES meetings for users of private school data. The questionnaire and instructions were reviewed extensively by NCES staff. The CATI instrument provided on-line internal consistency checks (i.e., totals equal sum of parts) as well as consistency checks with 1991 data for the sample school. Interviewers resolved discrepancies with the school during the course of the interview. Machine editing of the questionnaires was conducted to check the data for accuracy and consistency. Data input into the CATI system were transferred directly to processing, avoiding potential keying errors.

Undercoverage in the list and area frames is another possible source of nonsampling error. The area frame was used to complement the list frame through the identification of schools missing from the list frame. The area frame represents approximately 10 percent of the total number of private schools. The 1991-92 list and area frame updates to the PSS were reflected in this year's early estimates, and so schools newly opened since 1989 are included in those new estimates.

Reliability of Estimates

Comparisons of the NCES private school estimates from 1992-93 with those from 1991-92 show similarities in the estimates for the number of private school students, teachers, and graduates (from the previous school year) in the aggregate, as well as within each school level and religious orientation group. For example, the 95% confidence interval on the 1991-92 estimate of 4,827,423 private school students in grades K through 12 ranged from 4,669,475 to 4,985,371 and the confidence interval of the 1992-93 estimate of 4,964,258 ranges from 4,735,698 to 5,192,818. Similarly, the 95% confidence interval on the 1991-92 estimate of 327,972 private school teachers ranged from 311,665 to 344,279 and the confidence interval on the 1992-93 estimate of 332,778 ranges from 315,707 to 349,869.

The NCES early estimate for the total number of students in private schools in school year 1991-92 was compared with the most recent Bureau of the Census sample survey estimate of total enrollment (from the October Supplement of the Current Population Survey (CPS), "School Enrollment--Social and Economic Characteristics of Students: October 1991," Current Population Reports, Series P-20, U.S. Department of Commerce, forthcoming). This comparison showed that the two estimates for school year 1991-92 are similar. Specifically, the CPS estimate of the number of private school students in grades kindergarten through 12 in the 1991-92 school year is 4.5 million, compared with the 4.8 million students reported in the NCES 1991-92 early estimates. (The 95% confidence interval on the CPS estimates ranges from 4.3 to 4.72 million, and the 95% confidence interval of the early estimates private school membership count ranges from 4.67 to 5.0 million.)

Comparisons of NCES estimates for Catholic schools with the National Catholic Educational Association (NCEA) universe data for the 1991-92 school year show some similarities and some differences in these two independent data sources ("United States Catholic Elementary and Secondary Schools, 1991-92," National Catholic Educational Association, 1992). The NCEA teacher count of 153,334 is based on statistics submitted by the 174 dioceses in the United States and, for the first time, includes part-time teachers in the computation of full-time equivalent teachers. This number is different from the number reported here (138,172). (The 95% confidence interval of the NCES estimate for 1991-92 ranges from 132,346 to 143,794). The NCEA estimate of 135,536 high school graduates in 1991-92 is similar to the NCES estimate for 1991-92 graduates of 142,830. (The confidence interval for the NCES estimate is 133,903 to 151,757.)

The number of students reported in membership in Catholic schools is different in the two reports, with a membership count of 2,442,924 from NCEA and an NCES 1991-92 early estimates membership count of 2,572,126. The 95% confidence interval on the NCES early estimate of Catholic school student membership ranges from 2,483,232 to 2,661,020.

The definitional difference in the number of teachers and the difference in the reported number of students may affect the pupil-to-teacher ratio. In fact, the pupil-to-teacher ratio is different in the two reports. The NCEA 1991-92 school year pupil-to-teacher ratio of 16.6 is different from the NCES 1991-92 estimate of 18.6 for Catholic schools (the confidence interval on the NCES pupil-to-teacher ratio in Catholic schools ranges from 18.0 to 19.2). One reason for the difference in the two numbers may be that NCEA includes prekindergarten students and teachers in its pupil-to-teacher ratio calculation.

Revision of 1990-91 and 1991-92 Private School Early Estimates

The 1990-91 and 1991-92 private school early estimates were revised this year because graduates from private special education or private vocational education schools were excluded from the estimate for graduates and projected graduates for 1989 PSS. This caused the 1989 to 1990 change estimates and the 1989 to 1991 change estimates used to compute the early estimates to be incorrect. After these schools were included, the PSS and change estimates (described above at the top of page 20) were recomputed, providing new 1990 and 1991 estimates.

Definitions

Membership is the unduplicated count of students on the roll of the school or local education agency on the school day closest to October 1; students who withdrew from school have been removed from the count. Unless otherwise specified, membership includes all students in prekindergarten through grade 12.

Teachers are professional staff who provide instruction to students and maintain daily student attendance figures for a group or class at any of the levels from prekindergarten through grade 12. Numbers of private school teachers include those for kindergarten through grade 12 only. Teacher numbers are reported in full-time equivalents (FTE), which are

computed by dividing the amount of time employed in instruction by the time normally required of a full-time position.

Pupil-to-teacher ratio is the number of students divided by the number of teachers. The pupil-to-teacher ratio for public schools reported here represents an average across all levels. There is, however, variability across prekindergarten, elementary, and secondary grade levels and across programs such as special education and gifted and talented.

Graduates are defined as students receiving a regular high school diploma during the school year, including summer graduates. Early estimates are provided for the recent graduates from the 1991-92 school year, with projections for the 1992-93 school year.

Elementary schools enroll students in at least one of grades prekindergarten through grade 6, and have no students in grades 9 through 12.

Secondary schools enroll students in at least one of grades 7 through 12, and have no students in grades prekindergarten through grade 6.

Combined schools enroll students in at least one of grades prekindergarten through grade 6 and at least one of grades 9 through 12, or are ungraded.

Revenues are defined as additions to assets which do not incur an obligation that must be met at some future date, do not represent exchanges of fixed assets, and are available for expenditure by the local education agencies in the state. Revenues include funds from local, intermediate, state, and federal sources.

Current expenditures are funds spent for operating local public schools and include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs, but exclude capital outlay and interest on school debt.

Per pupil expenditure (or per pupil revenue) is the total current expenditure (or revenue) for public elementary and secondary education in a state divided by the student membership. The numbers reported here, based on membership, can be expected to be smaller than per pupil expenditures (and per pupil revenues) based on average daily attendance, because the membership counts are generally larger than average daily attendance. As with pupil-to-teacher ratio, the average reported here does not reflect variations across grade levels or programs.

For More Information

For information about the Public School Early Estimates System or the Common Core of Data, contact Frank Johnson, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1618.

For information about the Private School Early Estimates System or the Private School Universe data collection system, contact the Office of Educational Research and Improvement,

National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1325.

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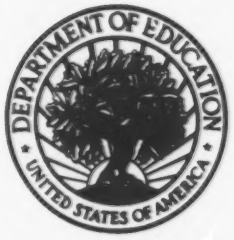

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